



## Blackwater Middle

900 East Cox Ferry Road  
Conway, S.C. 29526

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	722 Students	
<b>Principal</b>	Cynthia V. Thibodeau	843-903-8440
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

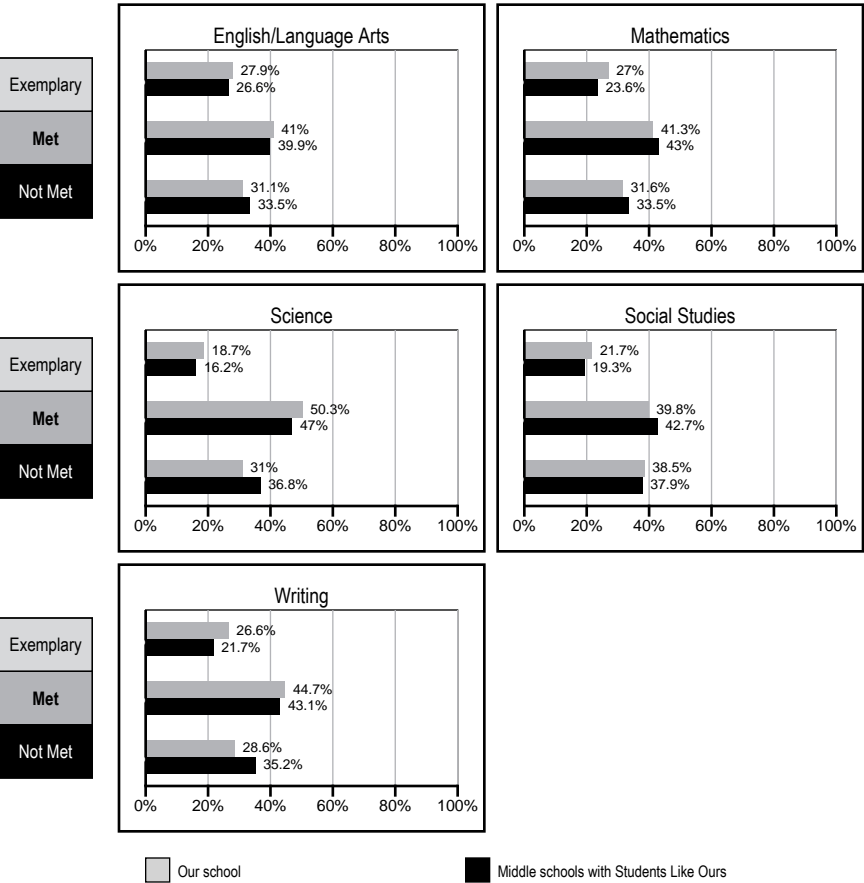
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	32	8	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.2%	95.8%
English 1	100.0%	94.6%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	92.9%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=722)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	78.4%	Up from 58.5%	18.5%	21.6%
Retention rate	0.7%	Down from 1.1%	1.6%	1.2%
Attendance rate	95.1%	Down from 95.2%	95.6%	95.9%
Eligible for gifted and talented	24.5%	Up from 22.8%	14.1%	14.8%
With disabilities other than speech	19.2%	Up from 18.7%	13.6%	12.6%
Older than usual for grade	0.8%	Down from 1.4%	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.6%	Down from 5.1%	1.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	49.0%	Up from 42.6%	55.4%	56.9%
Continuing contract teachers	73.5%	Up from 66.0%	71.8%	72.7%
Teachers with emergency or provisional certificates	13.0%	Up from 9.5%	4.8%	5.3%
Teachers returning from previous year	N/A	N/A	81.3%	82.9%
Teacher attendance rate	93.9%	Up from 93.6%	95.3%	95.2%
Average teacher salary*	\$45,974	Down 0.7%	\$45,812	\$46,599
Professional development days/teacher	19.1 days	Up from 17.6 days	10.5 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.5 to 1	19.5 to 1	20.1 to 1
Prime instructional time	86.6%	Up from 86.2%	90.1%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 98.1%	98.1%	97.8%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$8,113	Up 20.4%	\$7,730	\$7,645
Percent of expenditures for instruction**	63.5%	Down from 72.3%	64.3%	63.4%
Percent of expenditures for teacher salaries**	45.8%	Down from 67.5%	58.1%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

Report of Principal and School Improvement Council

During the 2008-09 school year, Black Water Middle School staff identified students who were not being successful in school, according to state assessments, MAP (Measures of Academic Progress) tests, and Science and Social Studies benchmark tests. Individual teachers analyzed the progress of their students on these assessments and devised plans to improve classroom instruction based on those test results. Academic assistance classes, such as READ 180, offered students additional assistance in the area of reading. MAP tests on language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. Extra support was provided to students through a morning tutoring program and an after-school tutoring program. Student achievement results and results from classroom walk-throughs were used to determine the content of teachers' professional development programs throughout the school year. The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include the following: adjusting classroom instruction to meet the needs of a very diverse population; increasing the involvement of parents in the education of their children; motivating our middle-school-aged children to strive to do well academically when their interests often drift away from academics at this age level; continuing professional development of best practices with all teachers; and continuous assessment of student progress with mastery of standards as an end result. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students. We would like to thank all of the parents, faculty and staff, community, and businesses for their support as we progress toward our goals. Without your assistance, our continued progress would not be possible. Cynthia V. Thibodeau PhD, 2008-2009 Principal; Ms. Tracy Huggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	224	61
Percent satisfied with learning environment	96.0%	71.2%	79.7%
Percent satisfied with social and physical environment	98.0%	70.1%	77.6%
Percent satisfied with school-home relations	80.0%	80.6%	72.9%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 21 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	691	99.6	31.1	41.3	27.6	77.2	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	348	99.7	35.9	39.5	24.6	74.5	83.4	79.3	N/A	N/A
Female	343	99.4	26.2	43.2	30.6	79.9	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	464	99.6	24.7	41.4	33.9	83.1	91	89.5	Yes	Yes
African American	159	99.4	43.5	41.6	14.9	64.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	42	100	53.8	38.5	7.7	64.1	78.4	76.5	I/S	Yes
American Indian/Alaskan	15	100	23.1	69.2	7.7	76.9	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	130	97.7	66.7	27.4	6	46.2	63.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	71.4	25	3.6	42.9	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	459	99.4	35.7	41.6	22.7	73.6	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	691	99.6	32.8	42.7	24.5	78.3	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	348	99.7	35.9	39.2	24.9	76.6	81.9	77	N/A	N/A
Female	343	99.4	29.6	46.3	24.1	79.9	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	464	99.6	24.9	45.3	29.7	83.8	89.2	87.2	Yes	Yes
African American	159	99.4	47.4	39.6	13	68.8	68	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	42	100	61.5	30.8	7.7	59	78.1	76	I/S	Yes
American Indian/Alaskan	15	100	46.2	46.2	7.7	61.5	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	130	97.7	70.9	26.5	2.6	41.9	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	N/AV	N/AV	N/AV	53.6	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	459	99.4	35.5	44.4	20.1	75.2	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	469	99.8	30.8	50.3	18.9	69.2	73.1	67.5
Gender								
Male	235	100	29.3	49.3	21.3	70.7	72.2	67
Female	234	99.6	32.3	51.4	16.4	67.7	73.9	68
Racial/Ethnic Group								
White	312	100	23.9	52.9	23.2	76.1	80.8	79.5
African American	107	99.1	41.2	50	8.8	58.8	51.8	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	29	100	60.7	35.7	3.6	39.3	60.9	60.7
American Indian/Alaskan	12	100	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	78	98.7	60.8	33.8	5.4	39.2	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	21	100	80	15	5	20	57.3	59.6
Socio-Economic Status								
Subsided meals	324	99.7	34.4	52.1	13.4	65.6	64.3	55.1

Social Studies

All Students	475	99.8	38.3	40.1	21.6	61.7	76.4	72.3
Gender								
Male	243	100	37.6	37.6	24.9	62.4	75.6	71.5
Female	232	99.6	39.1	42.7	18.2	60.9	77.3	73.2
Racial/Ethnic Group								
White	319	100	33.4	39.8	26.8	66.6	82.4	80.7
African American	115	99.1	45.9	44.1	9.9	54.1	59.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	29	100	67.9	28.6	3.6	32.1	71.4	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	94	98.9	65.1	31.3	3.6	34.9	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	21	100	N/AV	N/AV	N/AV	25	68.3	67.9
Socio-Economic Status								
Subsided meals	316	99.7	42.5	40.1	17.3	57.5	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	700	97	27.7	45.3	27	72.3	76.3	70.2	95.1	96
<b>Gender</b>										
Male	355	97.2	33.5	46	20.4	66.5	69.4	63.2	95	96
Female	345	96.8	21.8	44.5	33.6	78.2	83.3	77.5	95.3	96.1
<b>Racial/Ethnic Group</b>										
White	470	97.7	23	44.6	32.3	77	82.4	79.1	94.9	95.7
African American	163	96.3	33.8	51	15.2	66.2	59.4	57.6	95.5	96.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	83.1	86.2	95.9	97.2
Hispanic	42	92.9	56.8	32.4	10.8	43.2	67.7	62.6	95.2	96.8
American Indian/Alaskan	14	92.9	41.7	50	8.3	58.3	77.3	68.7	95.9	95.4
<b>Disability Status</b>										
Disabled	132	90.2	69.1	30	0.9	30.9	34.2	26.1	94.2	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
<b>English Proficiency</b>										
Limited English Proficient	30	90	60	36	4	40	64.6	61.2	95.2	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	472	96.6	28.5	49.5	22	71.5	68.2	58.9	94.8	95.7

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	99.5	24.7	41.8	33.5	75.3
	7	255	99.6	36	40.6	23.4	64
	8	245	99.6	31	41.8	27.2	69

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	191	99.5	25.8	43.4	30.8	74.2
	7	255	99.6	35.6	41.4	23	64.4
	8	245	99.6	35.3	43.5	21.1	64.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	100	30.3	58.4	11.2	69.7
	7	255	99.6	28.8	52.9	18.3	71.3
	8	121	100	35.3	38.8	25.9	64.7

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	100	20.2	67	12.8	79.8
	7	254	99.6	48.5	27.6	23.8	51.5
	8	123	100	31.9	44	24.1	68.1

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	97.4	23.4	43.5	33.2	76.6
	7	257	97.7	26.2	45.6	28.3	73.8
	8	249	96	32.9	46.5	20.6	67.1

Abbreviations for Missing Data

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N/R--Not Reported

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